

BRYT AND BRIDGE PROGRAMS: Connecticut School Counselors Conference 2019

The Brookline Center's BRYT Team

May 29, 2019



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Introductions



The Context for BRYT



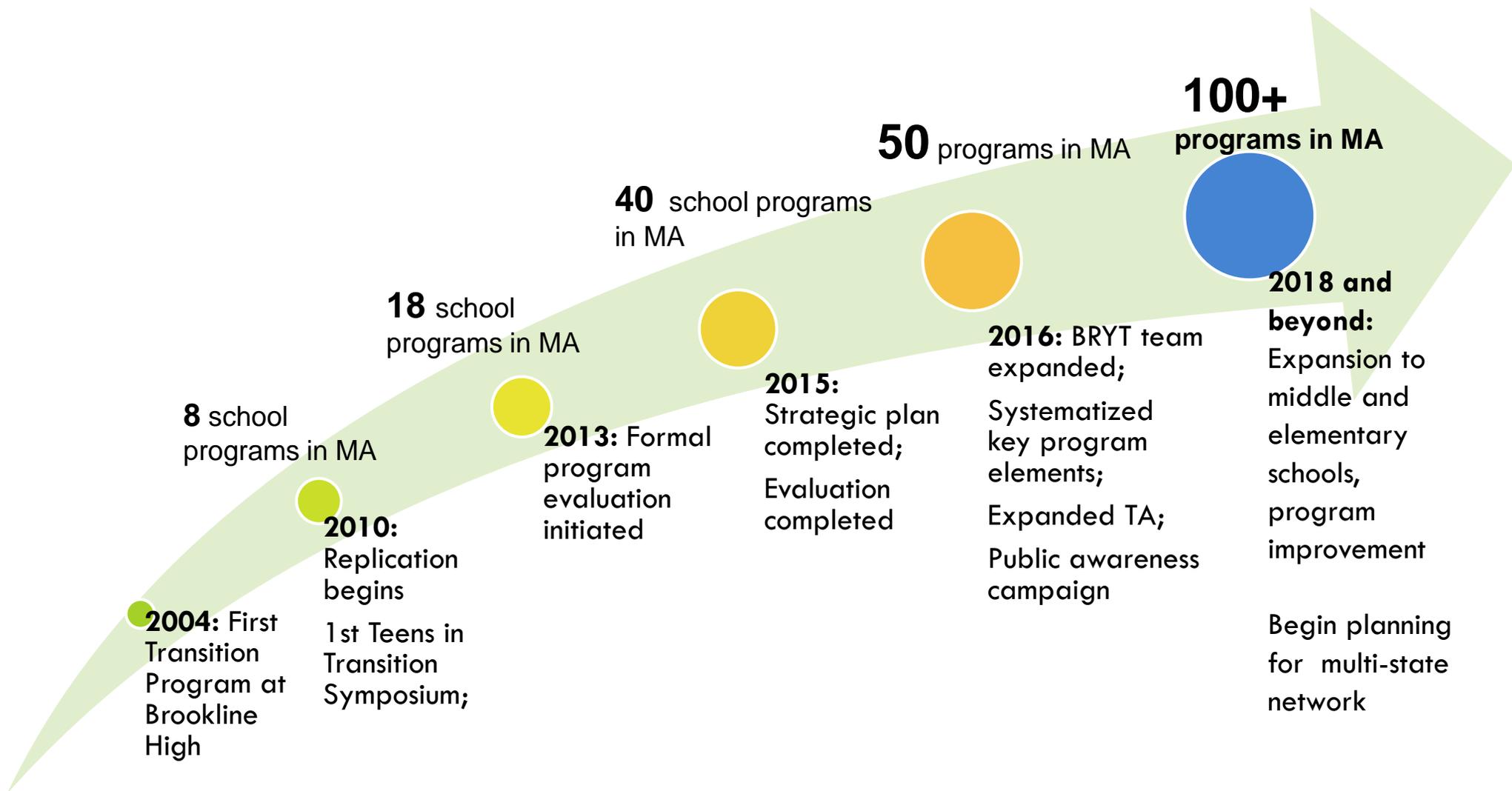
Brenda has struggled with depression and anxiety in the past but has generally been able to function fairly well in school. However, she recently lost her mother, with whom she was very close, to an allergic reaction to a bee sting. Brenda subsequently attempted suicide and was hospitalized. She is now coming back to school after missing 12 days of class.

Talk with your partner about the following questions:

- 1. In order for Brenda to be successful (from both an academic and a social-emotional standpoint) in returning to school, **what supports are she and her family likely to need?***
- 2. In your school, **what would be her likely experience**, and how does that experience compare to the supports you just described?*

BRYT and Bridge Programs:

A Growing Network and Movement



Bridge* programs employ a customized transition planning and support process.

Planning and support extends from return to school/class to the student's transition out of the program (typically 8-12 weeks) and involves continuous engagement with the student, family, school staff, and outside providers.



*'Bridge' is the generic term for programs following the BRYT model; BRYT is an acronym for "Bridge for Resilient Youth in Transition".

BRYT embraces the Multi-Tiered System of Supports (MTSS) framework



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Tier III

~5-10%

Intensive Supports
(Core + More + More): What a few seriously struggling students need

Tier II

~15-20%

Supplemental Supports
(Core + More): What some students need and receive in order to be successful

Tier I

All students

Core: What all students need and receive in order to be successful

Too often mental health supports are not fully integrated into a school's MTSS map.

Academic "RTI"

Behavior "PBIS"



We propose a
comprehensive and integrated
multi-tiered system of supports

TIER 3 = INTENSIVE

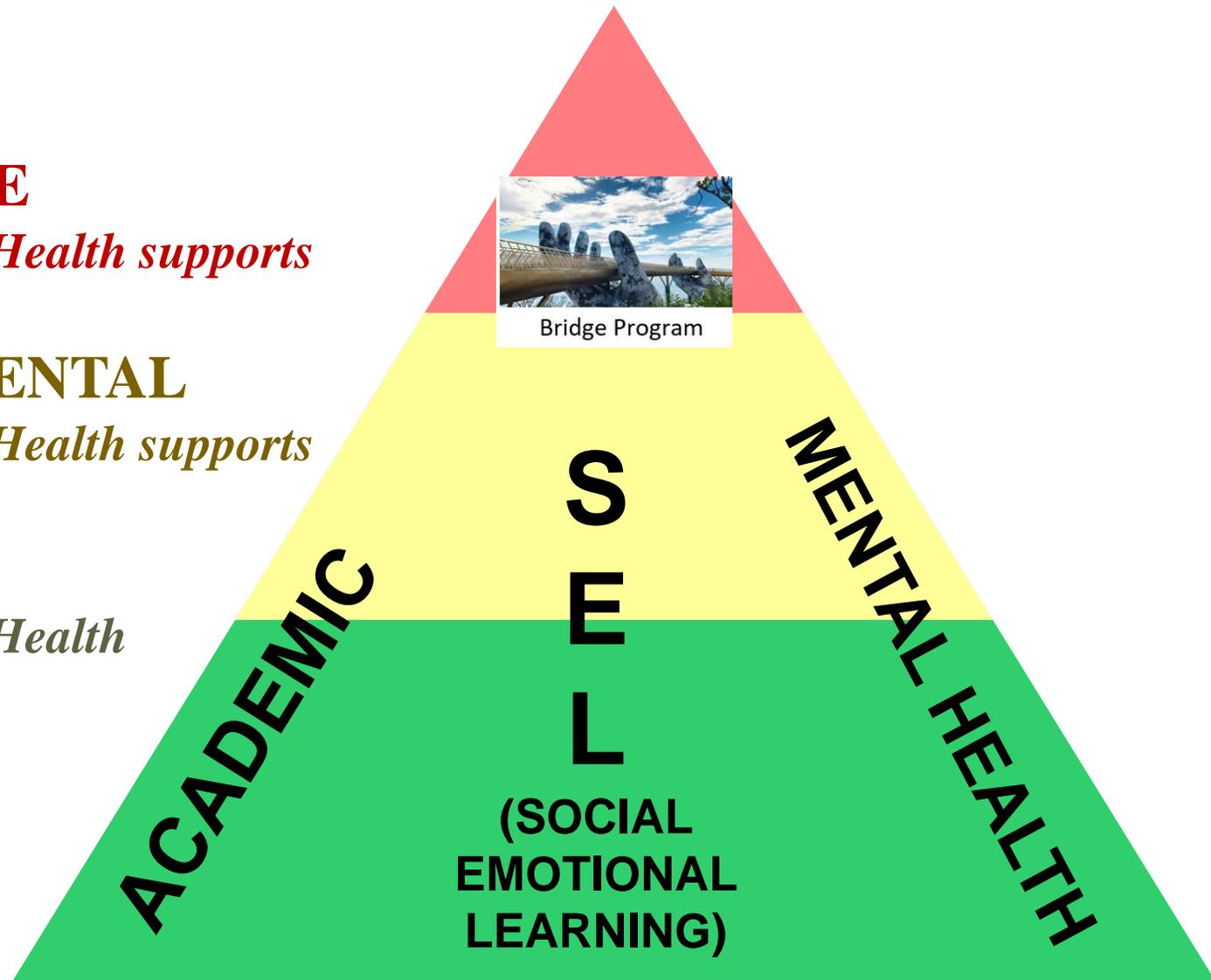
Academic, SEL & Mental Health supports

TIER 2 = SUPPLEMENTAL

Academic, SEL & Mental Health supports

TIER 1 = CORE

Academic, SEL & Mental Health supports



The “4 S’s” of the BRYT Model

Students

Space

Services

Staffing



**Students with serious emotional or medical
problems**

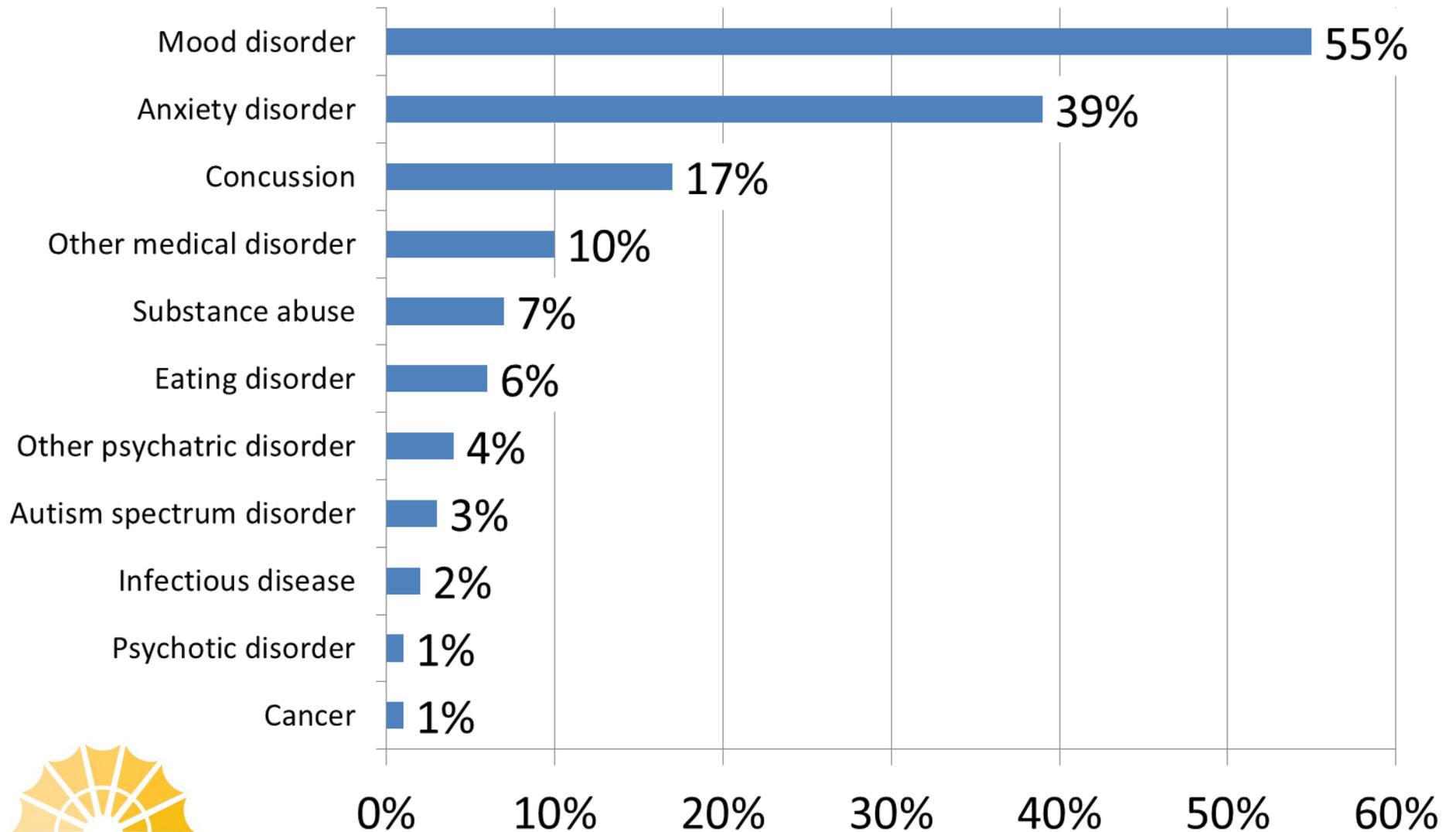
+

**Absence or unable to function in school for at least
five days**

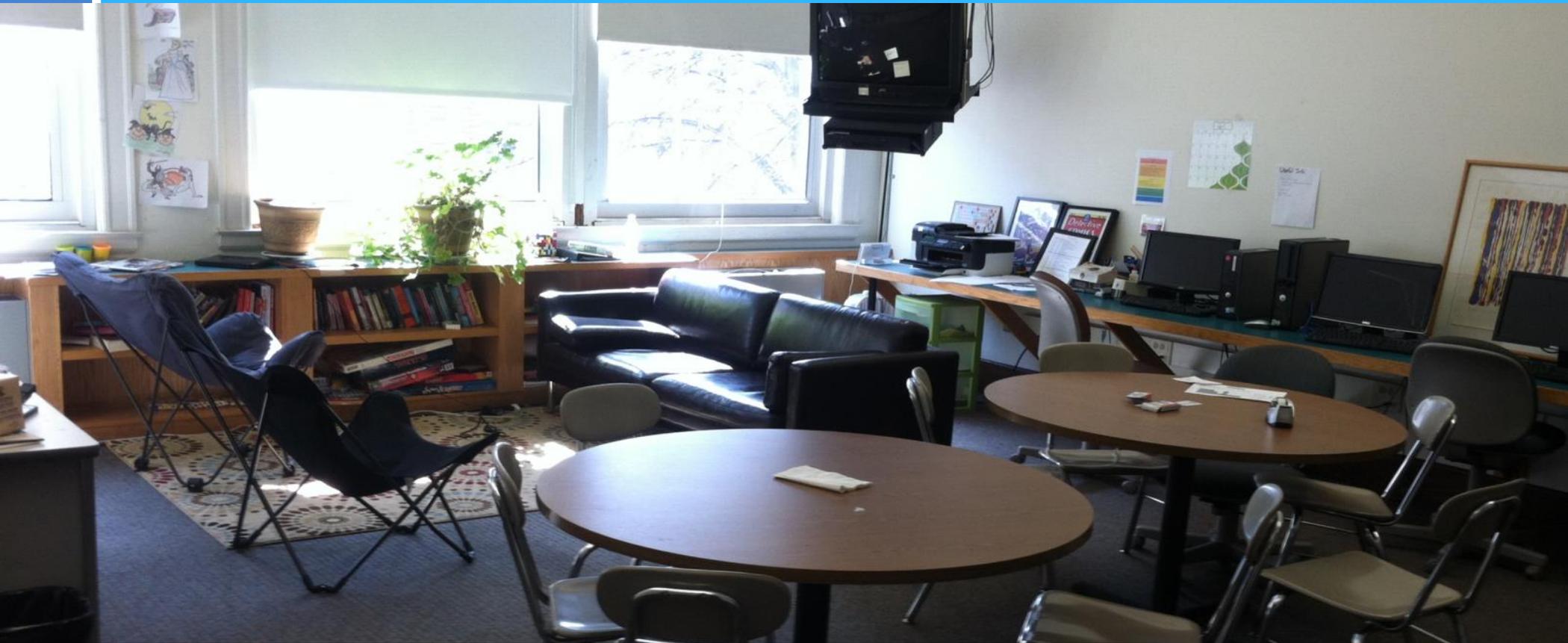
**Open to general education and special education
students alike**



Presenting Problems among **Students** in Transition Programs in BRYT Evaluation Study



Space: BRYT programs are located in a dedicated classroom in the school



- Fully accessible - near an exit
- Open during full school day
- Both work space and informal seating
- Private meeting space



The customized case plan for each student addresses:

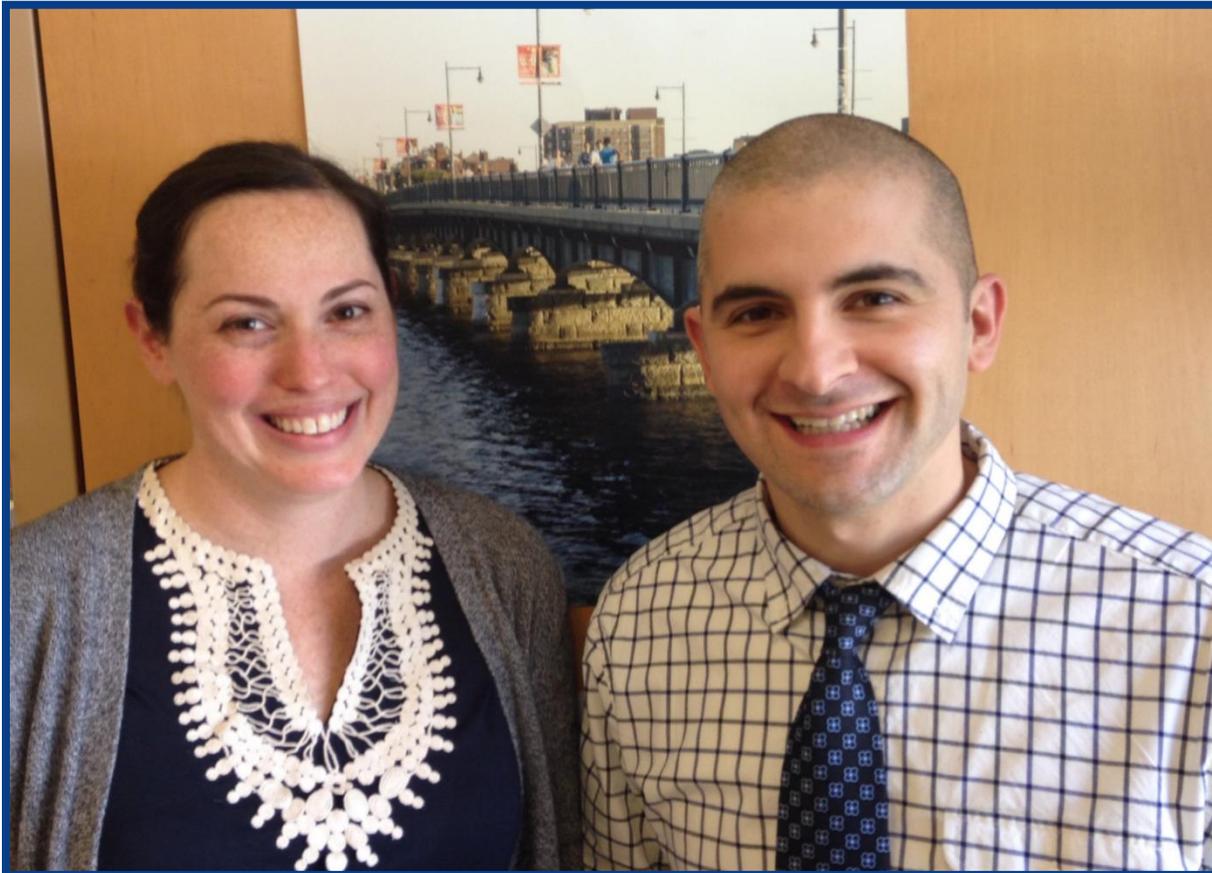
- Academic Support
- Clinical Support
- Family Support
- Care Coordination



Staffing

Typically comprised of:

- Program Leader/Clinician** (Social Worker/Counselor/Psychologist)
- Academic Coordinator** (Teacher or Classroom Aide/Tutor)



*Different schools
use different
staffing patterns.*



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Specific Learnings about BRYT Model K-8

1. Length of stay tends to be longer
2. Working with students exhibiting externalizing behaviors than at the high school level
3. Priority population definitions tend to focus on students in social emotional distress and missing extended school
4. The academic piece focuses on mastering standards rather than earning credits
5. For some, more difficulty internalizing coping skills so parent component is important both to learn and reinforce
6. Fewer unscheduled visits to the program

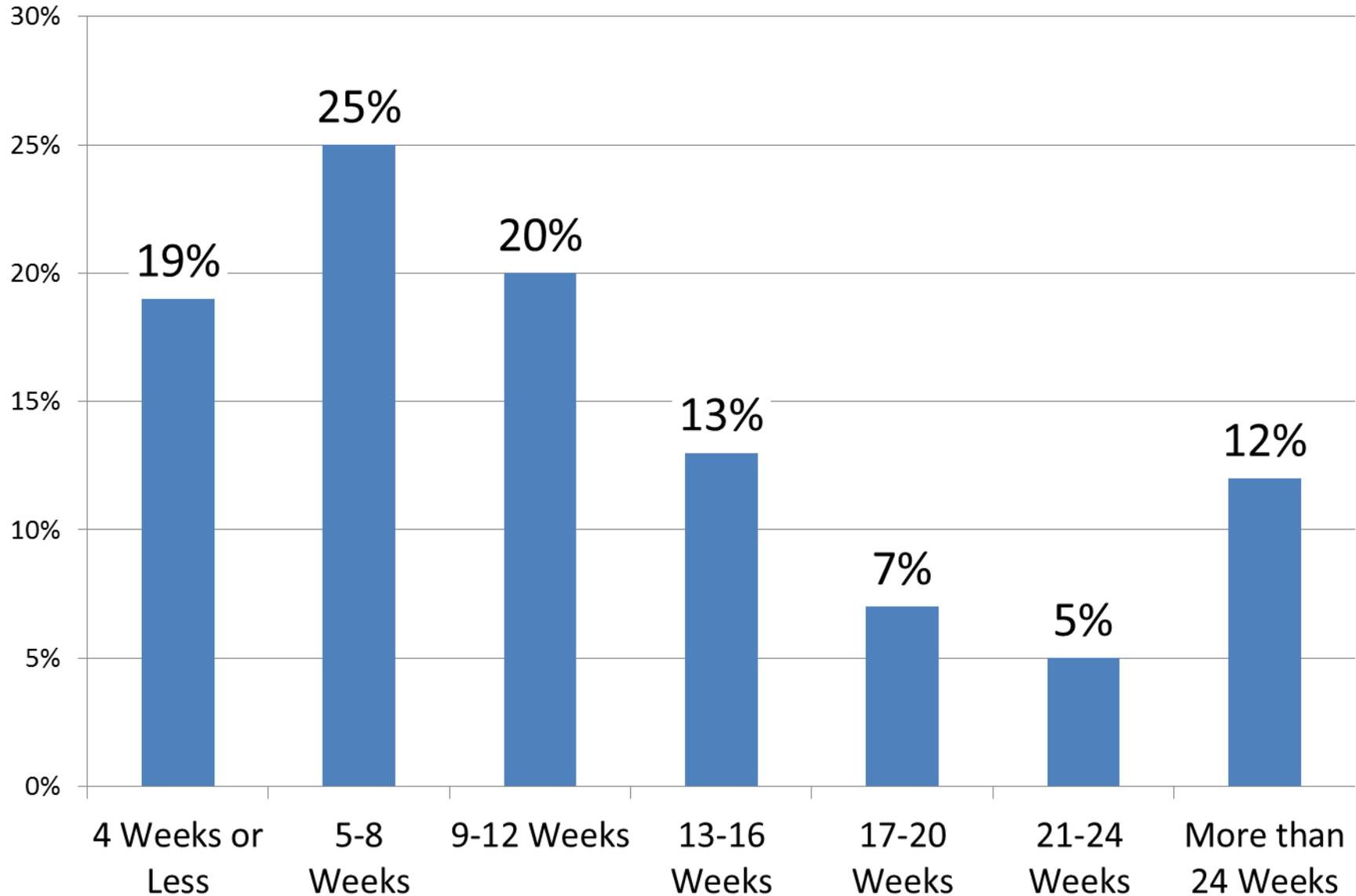
Question and Answer



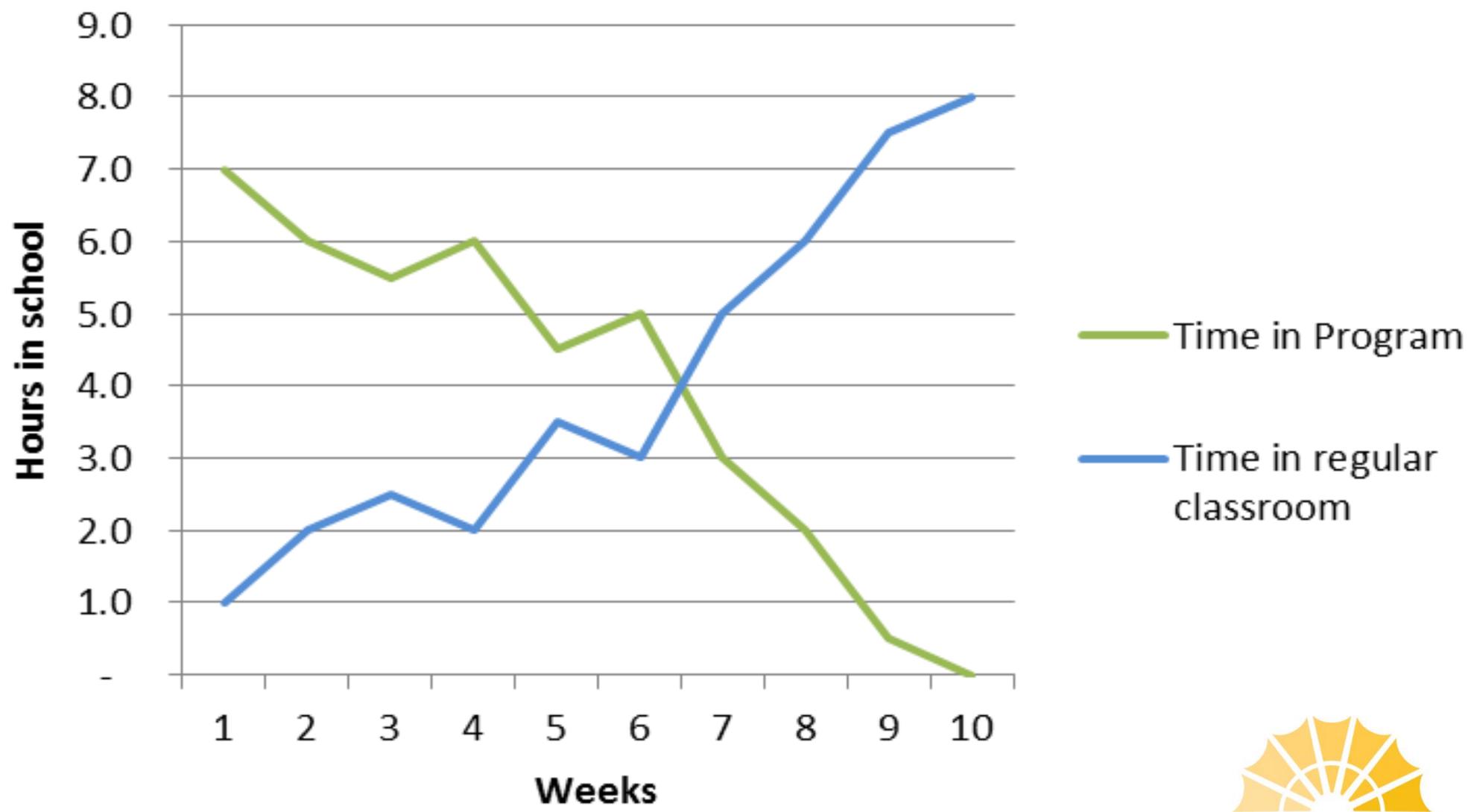
Length of Program Enrollment (median stay- 10 weeks)



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As a student progresses through BRYT, the amount of time spent in the regular classroom increases.



BRYT Evaluation Study 2013-2016

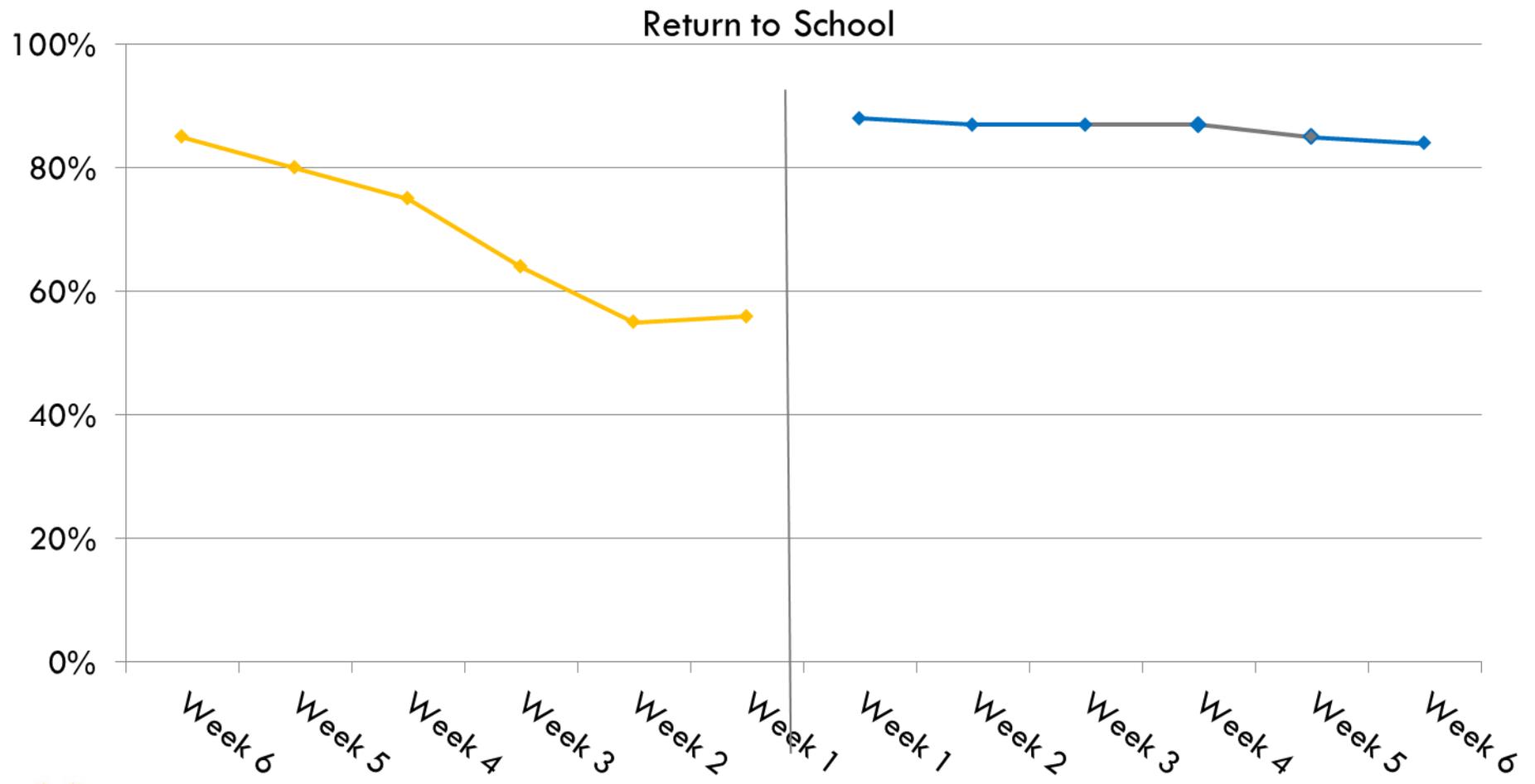
Data gathered on 375 students in eight schools with transition programs modeled on BRYT

Study includes demographic and clinical characteristics, length of stay, and student outcomes

Journal article with formal findings published in 2017 in *Psychology in the Schools*

Average School Attendance Rates, Before and After Program Admittance

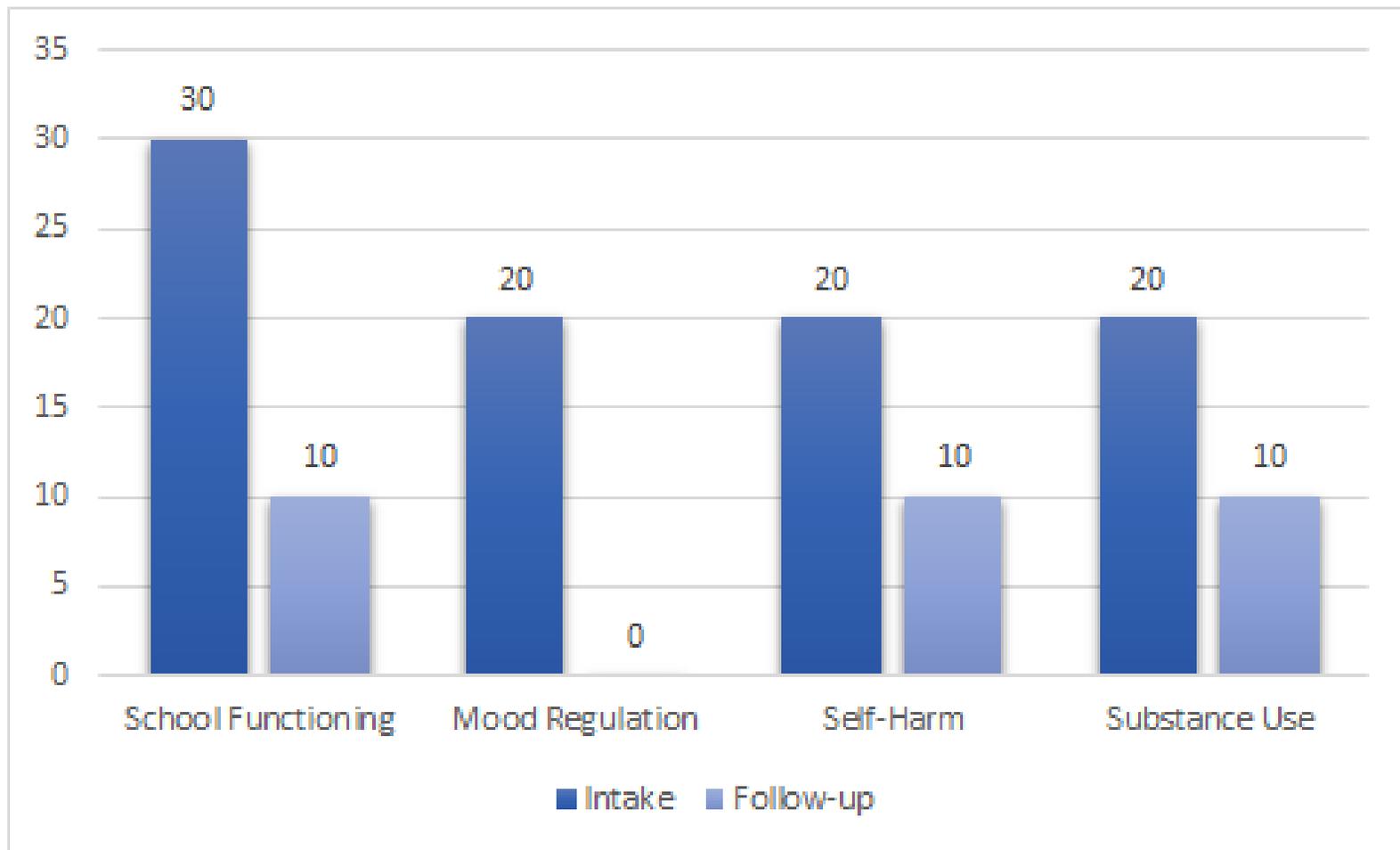
(c) 2015
BCMHC



Changes in Well-Being Over Time

(c) 2015
BCMHC

CAFAS Scores Among Participants with a Mental Health Diagnosis



Lower scores indicate better functioning; all differences are statistically significant.

Outcomes



85% of participants graduate or are on-track to graduate by the end of the year

BRYT Notes- 2018 research findings on BRYT's impact on school culture

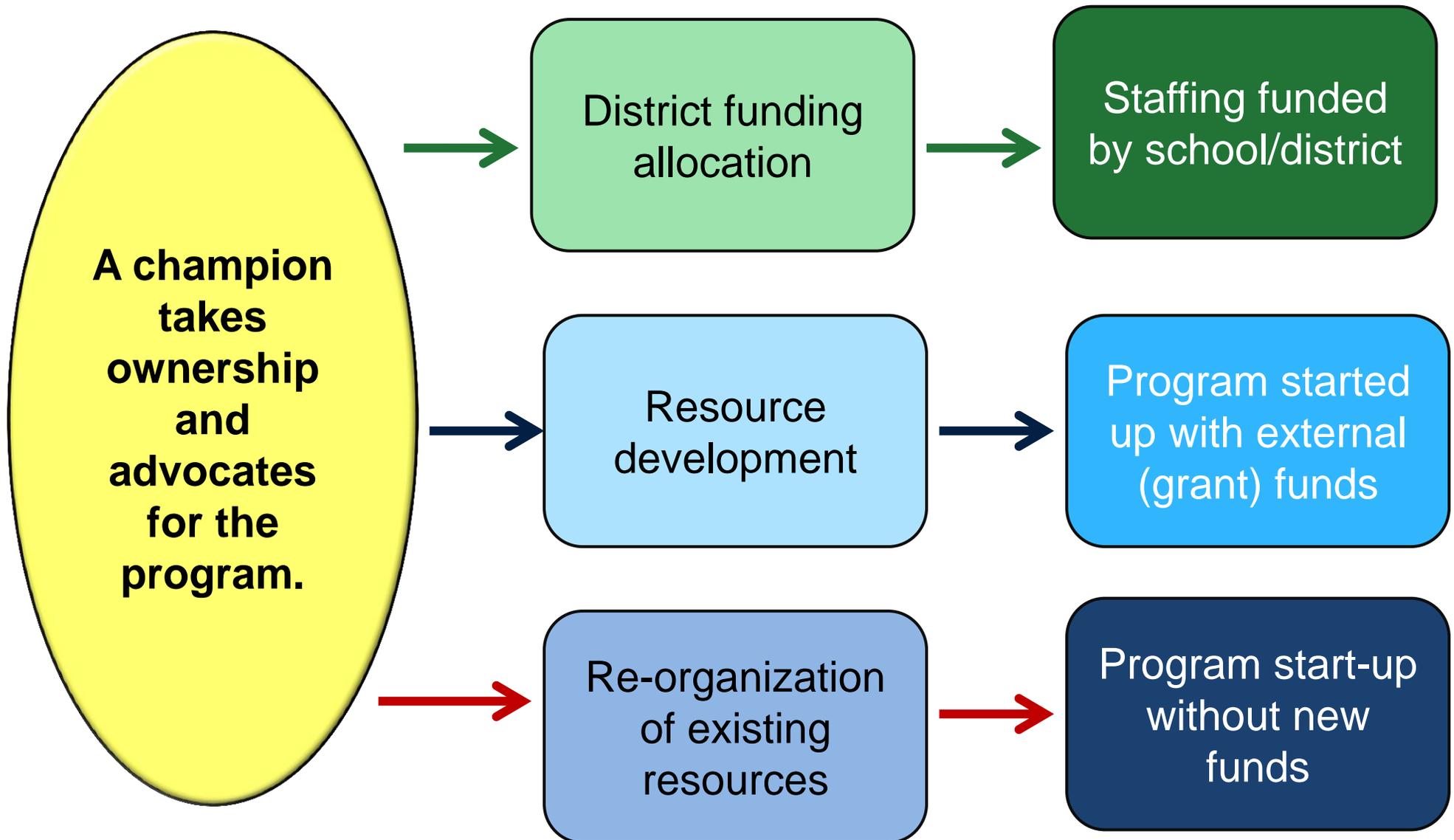
Reduces stigma
& facilitates
inclusion

Creates
collaborative
networks

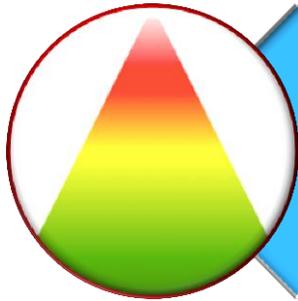
Provides
scalable &
actionable
frameworks

Drives innovation
& flexibility

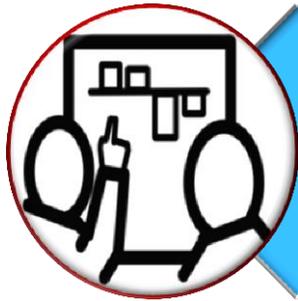
There are multiple paths to staffing a program.



BRYT offers three kinds of support to schools during the planning phase



Mapping pre-existing tiered supports



“Year Zero” data collection



Developing a comprehensive program plan



BRYT supports programs after start-up



Technical Assistance

- Intensity of support determined by school
- Grounded in program self-assessment rubric
- Can focus on any aspect of program development and/or student support



Online Resources

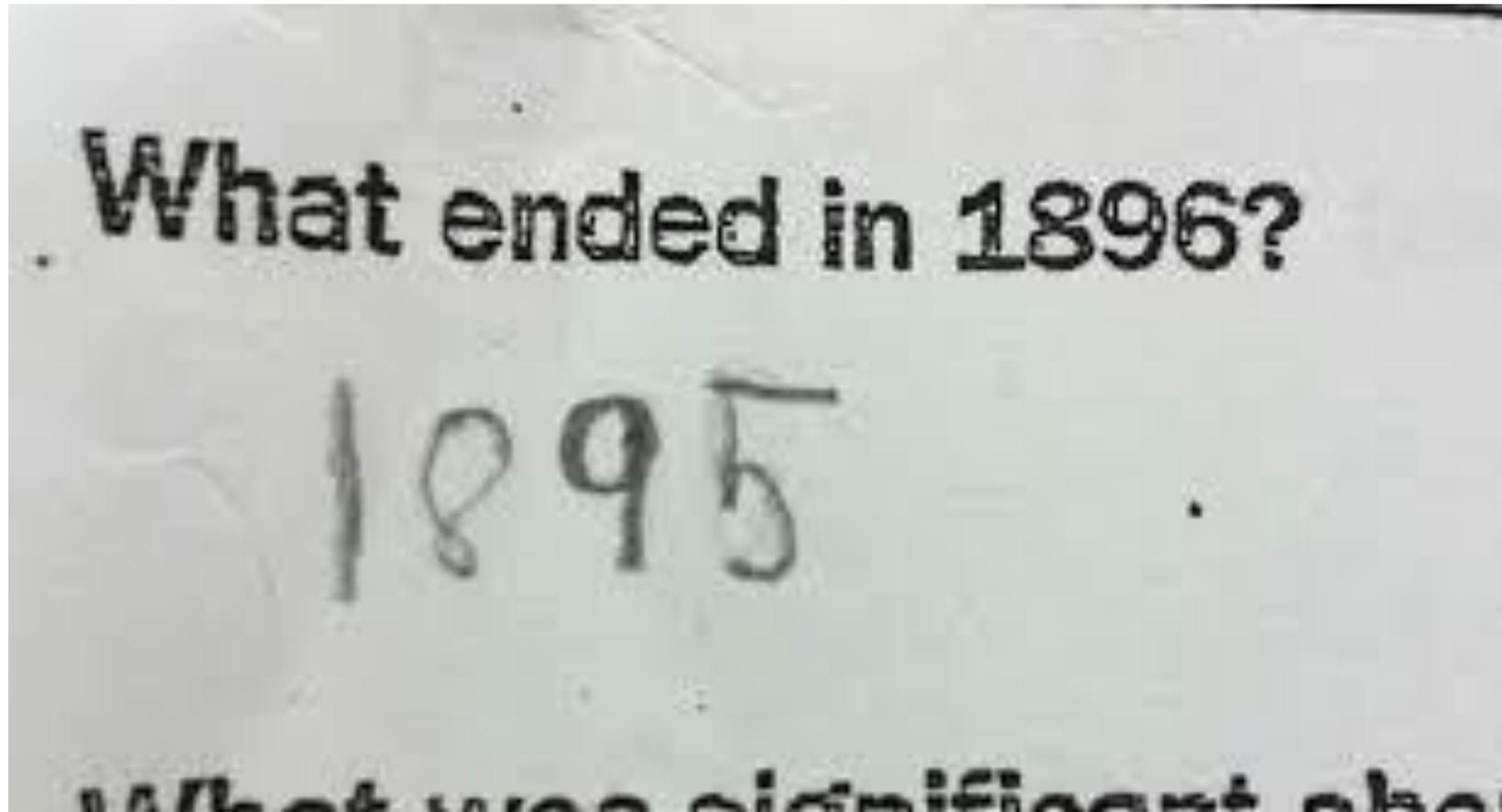
- BRYT Portal:
- FERPA- and HIPPA-compliant student-level database
- Comprehensive online resource library/toolkit



Robust professional development

- Annual symposium
- Quarterly regional PD sessions
- Special topic PD sessions

Questions and Answers



Final Partner Exercise

- Please return to your partner from earlier in the session and:
 - Share with each other what you have learned
 - Share what you see as your next steps after this session

BRYT Team Contact Information

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